DOCUMENT RESUME

ED 210 882 EC 140 684

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TITLE Creating an Accepting Environment for the Handicapped Child in the Regular Classroom. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.
INSTITUTION National Inservice Network, Bloomington, Ind.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
PUB DATE Apr 81
GRANT G00781840
NOTE 106p.; For related documents, see EC 140 685-687.
AVAILABLE FROM National Inservice Network, Indiana University, 2853 E. 10th St., Cottage I, Bloomington, IN 47405 ($4.00).

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Attitude Change; Behavior Change; *Classroom Environment; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; *Peer Acceptance

ABSTRACT

The facilitator's guide to a three session inservice training module on creating an accepting classroom environment for regular classroom teachers details the 21 steps of the first two sessions, provides the texts of three lecturettes, and includes appropriate handouts, worksheets, and transparencies. For the first two sessions each step is presented in terms of purpose, materials needed, time limit, and procedure. Session III is intended to be a problem solving and strategy developing session for which existing methodologies are recommended. The lecturettes are on the shaping of attitudes toward handicapped individuals, on potential styles that are harmful or helpful in advocating positive change, and on a conceptual model for behavioral change. (DB)

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ED210882

Initiating Change Through Inservice Education:
A Topical Instructional Modules Series

# CREATING AN ACCEPTING ENVIRONMENT FOR THE HANDICAPPED CHILD IN THE REGULAR CLASSROOM

Janet McLaughlin-Williams

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EC140684

## Acknowledgments

To each of the authors and the many school-based practitioners in Michigan, Indiana, Colorado, and Wisconsin, we thank you for your participation in the development of these training modules. It is our belief that personnel in service to the handicapped student will benefit from your contribution to this series.

The editors would also like to acknowledge Paul Solaqua, a managing editor at Allyn and Bacon, Inc., and Mr. Paul Brookes of Brookes Publishers for their interest and feedback on this series.

Finally, the editors would like to extend their sincere thanks to Valerie Merriam for her tenacious and thorough editorial work that has finally made this series a reality.

This document was produced through a training project funded by Grant No. G00781840, Division of Personnel Preparation, Office of Special Education/Rehabilitative Services, to Indiana University regular education training project, which is solely responsible for the opinions expressed herein.

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The real voyage of discovery
consists not in seeking new landscapes. . .
but in having new eyes.

Marcel Proust
1871-1922

## CREATING AN ACCEPTING ENVIRONMENT FOR THE HANDICAPPED CHILD IN THE REGULAR CLASSROOM

Creating an accepting environment (climate) for handicapped children placed in regular classrooms is becoming increasingly more challenging to educators. Public Law 94-142 has mandated that handicapped children be educated in the least restrictive environment possible. For increasing numbers of handicapped youngsters, this means placement in regular classrooms. For some, such placement is for an entire school day. For others, placement involves a few hours or periods a day, for a few days a week. Whatever the amount of time, for whatever subject or activity, it is crucial that <u>all</u> participants (handicapped children, non-handicapped children, teachers, etc.) in such mainstreamed environments feel comfortable, valued, supported, understood and wanted, as well as academically successful. In a society that values perfect bodies, quick minds, and "acceptable" temperments, such an environment can be most difficult to locate.

Teachers are recognizing their critical need for inservice education concerning special education, especially if they are directly involved in the education of handicapped children. A

California Teachers Association report, Mainstreaming: Some Effects of the Special Education Program in California Classes (Sept., 1977) found,

a. 8 out of 9 teachers reported they had not been prepared for mainstreaming by an inservice training program.
b. More than 19 out of 20 of the teachers reported they had not been prepared for mainstreaming by a retraining program.
c. Approximately 8 out of 9 respondents reported that regular students in their classes were not prepared for the mainstreaming of special students in their class.

The concept of least restrictive environment, of which mainstreaming is only one part, requires a complete reassessment of our values. What is the best educational environment in which to place together both handicapped and non handicapped individuals? How can a situation be managed that promotes adequate sensitivities to such a variant range of needs and skills? What attitudes and behaviors should be encouraged or discouraged to maintain a healthy learning atmosphere for everyone involved?

The following inservice is designed to assist total school staffs in assessing the characteristics of educational environments that are necessary for adults and children who are involved in the implementation of a least restrictive environment.

The purpose of this particular inservice format is to have participants define an educational environment that is ANTI handicapped so that staffs can then busy themselves creating the antithesis (an environment that is PRO handicapped) for their own use. Woven into the design are several activities that will encourage participants to evaluate their

personal attitudes and behaviors regarding issues important to individuals who are handicapped.

## Inservice Goal

The goal of this inservice is to have participants define, explore and evaluate their information, attitudes, and actions re: handicapped individuals in general and handicapped students in particular.

## Inservice Objectives

There are three main objectives for this inservice.

1. Participants will develop and/or improve their skills in
    a. identifying the Anti-handicapped characteristics of educational environments in this society, and determining behaviors that will decrease the potential for such environments to continue to exist
    b. identifying the Pro handicapped characteristics of educational environments in this society, and determining behaviors that will increase the potential for such environments to continue to multiply and to become institutionalized.
2. Participants will develop and/or improve their skills in analyzing and interpreting the roles of non handicapped and handicapped individuals in the educational institutions in this society.
3. Participants will develop and/or improve their skills in assessing their individual commitment to action re: issues that affect the handicapped.

## Training Design

If teachers are not being adequately prepared for the process of mainstreaming, within the concept of providing the least restrictive environment, one could assume that others involved in the education of students (school secretaries, food preparation staff, administrators, maintenance staff, aides, etc.)

are even less prepared. Yet many people, in addition to the classroom teacher, are responsible for some aspect of a mainstreamed child's education. Everyone who comes into contact with the process has his/her effect upon its outcome, its success or its failure.

Therefore, an entire school staff may, and should, participate in this inservice design. Included should be the administrators, teaching faculty, support faculty (e.g., reading specialists, counselors, social workers), aides, librarians, etc. All these roles shape the educational environment of the handicapped child in the regular classroom setting.

This inservice could be considered a combination of Stage Two and Stage Three of a Three Stage Organizational Training Sequence used by Schmuck, Runkel, Saturen, Martell and Derr, in the Handbook of Organization Development in Schools. Stage One is Improving Communication Skills by building increased openness and ease of interpersonal communication among the district personnel. Stage Two is Changing Norms. Staff members are asked to behave in new ways in their actual work groups. Stage Three creates Structure Change by building new functions, roles, procedures or policies or subsystems. It is recommended that several inservice sessions be offered to accomplish the goals in Stage One before any other inservice is begun.

This inservice emphasizes processes and content that are appropriate for use regardless of various school goals,

procedures, or routines. The content of activities focuses on handicapped issues as they pertain to public school and regular classroom settings.

Three sessions should be scheduled, each approximately four hours in length (16 hours total). Several possibilities exist:

| | SESSION I | SESSION II | SESSION III |
|---|---|---|---|
| Option One | Friday night | Saturday morning | Saturday afternoon |
| Option Two | Morning (day 1) | Afternoon (day 1) | Evening (day 1) |
| Option Three | Afternoon (day 1) | Afternoon (day 2) | Afternoon (day 3) |

Participants should be familiar with special education terminology, and have an understanding of mainstreaming as a part of least restrictive environments.

The facilitator should have training and experience working with groups and working in the field of special education. A working knowledge of P.L. 94-142, and various problem solving sequences is essential. This combination of skills, plus actual experience in initiating, planning and implementing inservice would qualify a person as a leader using this model.

At first glance, this inservice design may appear rather complex, perhaps overwhelming. However, when a facilitator has familiarized her/himself with the Inservice Summary, and the detailed information provided in the Appendix, the design and organization can be easily implemented.

Experience developing inservice models suggests that

when all the information, materials, and processes suggested for use by participants and facilitators are also included in the model itself in a "ready to use" format, there is a greater likelihood that the inservice will be implemented and its goals achieved. For this reason, the Appendices are designed to function as a "cookbook" for facilitators. Everything needed, such as lecturettes, demonstrations, transparencies, helpful hints, procedures and directions for participants, handouts, worksheets, and evaluation forms is detailed sequentially for Sessions I and II using the following format:

Step Number
Purpose
Material
Time Limit
Procedure

The Appendices also contain examples of typical responses made by participants. All materials are ready for duplication.

Session III should be a problem solving and strategy developing inservice based upon data collected and prioritized during Sessions I and II. Because there are several well tested, clearly defined methodologies included in The Second Handbook of Organization Development in Schools, by Richard A. Schmuck, Philip J. Runkel, Jane H. Arends, and Richard I. Arends (published by Mayfield Publishing Company, Palo Alto, California, 1977), no specific problem-solving sequences have been included. It is highly recommended that the facilitator use this handbook as a resource whenever necessary.

The major elements contained in this inservice have been summarized to assist facilitators. This model contains numerous possibilities for aiding various groups with their efforts to effectively integrate handicapped children into the mainstream of public school education. It is appropriate for use with students, groups of administrators, school boards, etc., with a few modifications. It can be simplified and used with children as young as third graders.

## Inservice Summary

The first three steps in Session I are "housekeeping," or "nuts and bolts" steps. In Step One, the workshop facilitator(s) is introduced. S/he discusses any necessary organization items, such as break times, agendas, as well as his/her individual facilitating style and point of view.

Step Two is a presentation, discussion and clarification of the inservice title, goal, and objectives.

During Step Three, appropriate programmed handout materials and procedures for their use are given to each participant.

Step Four involves an opportunity for participants to practice a communication skill (paraphrasing) while developing a mutually shared understanding of the term "accepting environment" as it pertains to this inservice. Participants individually write their thoughts about accepting environments on a sheet designed to help them later share their ideas in a small group situation.

Step Five is a lecturette given by the facilitator. It

provides some awareness about the shaping of people's attitudes towards individuals who are handicapped. Many stereotypes of individuals who are handicapped are illustrated. It will assist the facilitator in emphasizing the need for this type of inservice.

Step Six is very important. It includes the definition of each of the terms included in the stated task, "to describe a PERFECT, BUT BELIEVABLE, EDUCATIONAL ENVIRONMENT THAT IS ANTI (and later, PRO) HANDICAPPED STUDENTS." The facilitator will explain that it is often helpful to approach a touchy or controversial subject indirectly -- by going around and coming in the back door. So, the group will be asked to describe what they do not want (an educational environment that is ANTI, or against, handicapped students) during the first stages of this inservice. They can later develop guidelines for what they do want (an educational environment that is PRO, or accepting of, handicapped students). The matrix, parts of which are to be filled in later by small groups, is developed and displayed. It resembles the chart on the following page.

| ISSUES | CONCEPTS | | |
|---|---|---|---|
| | POWER<br>-the ability to make important decisions | RESOURCES<br>-all things, people, goods, services, etc., that are provided for the welfare and benefit of students | VALUES<br>-beliefs attitudes, lifestyles |
| PHYSICAL ENVIRONMENT | | | |
| PLACEMENT PROCEDURES | | | |
| CURRICULUM | | | |
| NON-HANDICAPPED STUDENTS | | | |
| SCHOOL STAFF | | | |

During Steps Seven and Eight the entire group is divided into five small groups. These subgroups will retain the same membership for the entire inservice. For this reason, a criteria has been developed so that small groups will be as representative as possible of the total group. Some of the criteria are gender, positions, years of experience, years of employment in the district, ethnicity, working style. Each small group will be assigned one issue (i.e., Physical Environment, Placement Procedures, Curriculum, Non Handicapped Students, or, School Staff). Using the skill of brainstorming, each small group will be asked to write a description of the POWER, RESOURCES and VALUES that would be characteristic of that issue in a PERFECT, but BELIEVABLE, _____ (issue) that are ANTI HANDICAPPED STUDENTS.

The entire process, or task, is further clarified in Step Nine. The facilitator demonstrates the task by asking the entire group for examples of PERFECT, BUT BELIEVABLE PHYSICAL ENVIRONMENTS (issue) that are ANTI HANDICAPPED STUDENTS. For example, decisions would probably be made by non-handicapped people, so participants might list "School Boards with no experience with the handicapped," and "District Architects who have never worked on barrier free structures before," in the POWER column. Continuing into the RESOURCE column, the group might say, "There would be no ramps," or "all drinking fountains, door knobs, etc. would be impossible for students in wheelchairs to reach," etc. In the VALUES column, the facilitator might write comments from the group such as "There would be the belief that if the handicapped are going to be in the public schools, they'd better learn to navigate the physical environment that is already there, because that's the real world."

After the demonstration, each small group fills in as many examples as they can think of that describe POWER, RESOURCES and VALUES for their assigned issue (either Physical Environment, or Placement Procedures, or Curriculum, or Non-Handicapped Students, or School Staff).

During Step Ten, each small group shares what they have written with the entire group.

Step Eleven involves a brief analysis of the data, in an effort to have the total group agree upon most of the examples listed by most of the small groups.

Step Twelve is another very critical step. The facilitator must "tease" the following generalizations from the total group by asking, "What are the characteristics of Educational Environments that are ANTI handicapped students?" . . .

1. Non-handicapped individuals retain most, if not all, positions of important decision making power (POWER)

2. Non-handicapped individuals maintain formal (and sometimes informal) policies and practices which discourage handicapped individuals' access to many school, community and institutional resources (RESOURCES)

3. Non-handicapped individuals assume the superiority of the norms and values, and are frequently insensitive to alternative appearances, lifestyles, etc. (VALUES)

The facilitator will then write Characteristic #4. It is not in the matrix that participants have developed, but it will be obvious from the data and discussion.

4. Non handicapped individuals typically misplace "the problem" by making certain that attention is focused critically, or paternalistically on handicapped individuals, and not themselves. (For example, a non-handicapped individual might say, "We are not the problem, THEY are the problem.")

In Step Thirteen, the opposite, or desired, characteristics of an educational environment that is PRO handicapped, is discussed and recorded. These characteristics should re-

semble the following:

1. Individuals, handicapped and non handicapped, share all positions of important decision-making power, especially the power over self-determination. (POWER)

2. Individuals, handicapped and non handicapped, maintain formal policies and practices which encourage handicapped individuals' access to all school, community, and institutional resources (RESOURCES)

3. Individuals, handicapped and non handicapped, value pluralistic standards and norms, and are sensitive to alternative lifestyles, appearances, etc. (VALUES)

4. Individuals, handicapped and non handicapped, view "the problem" as "ours," or "mine," rather than "theirs." (OWNERSHIP)

The First Session concludes with these positive characteristics and a written evaluation by participants.

Session Two begins with a lecturette (Step Fourteen) that is designed to increase participants' knowledge of some potential styles that are harmful or helpful when one advocates positive change for individuals who are handicapped. A matrix is developed that describes active and passive behavior styles exhibited by people with pro and anti handicapped attitudes. The transparency, when the lecturette is finished, resembles this:

ADVOCACY FOR THE HANDICAPPED

| | Active Behaviors | Passive Behaviors |
|---|---|---|
| Attitudes that are ANTI Handicapped Students | | |
| Attitudes that are PRO Handicapped Students | | |

Step Fifteen is designed to have participants assess their own behavior regarding issues that are especially important to individuals who are handicapped. The assessment is confidential, and will not be shared during the inservice. It is intended for individual evaluation, thought and reflection.

Step Sixteen includes a review of the Four Characteristics of Educational Environments that are PRO Handicapped Students (generated during Session One, Step Thirteen). Each small group retains its original membership and issue, and brainstorms examples of Power, Resources, and Values that would be definitely PRO handicapped student. The facilitator reminds the small groups that examples are to be PERFECT, but BELIEVABLE, that is, capable of occuring in their district.

Step Seventeen is another sharing of data.

Step Eighteen will assist the total group in determining "Where do we go from here?" Priorities are set for issues that will become topics for problem-solving strategies in Session III.

The remainder of Session Two gradually focuses upon some change strategies. Step Nineteen is a lecturette. It is intended to introduce participants to a conceptual model for behavioral change. The facilitator describes some possible results from peoples' high or low risk-taking behaviors. A matrix resembling the following is used:

| | Maximum Risk-taking Behavior | Minimum Risk-taking Behavior |
|---|---|---|
| Minimum Gain | | |
| Maximum Gain | | |

During Step Twenty, participants are asked to read a handout that beings, "As an advocate for Individuals who are Handicapped, I must . . .," and summarize several important activities such as,

-move beyond guilt
-value myself and my growing consciousness
-understand power
-be PROactive, not REactive
-take risks
-be open to a broader spectrum of life
-find support groups

Then each participant completes a worksheet that reflects her/his advocacy action plans for each of the activities. The emphasis is upon participants' work situation.

During Step Twenty One, the facilitator uses a number of questions desgined to elicit some responses from participants that briefly describe their thoughts and feelings about the inservice. Participants are requested to complete an In-service Evaluation Sheet.

The facilitator makes any concluding remarks in Step Twenty Two.

Session Three is intended to be a problem-solving session using the priorities established by the total group during Ses-

sion Two. Using well established, step by step methods of problem solving such as a Force Field Analysis or S.T.P. (Situation, Target, Proposal), participants break into small working groups and develop goals, problem analysis procedures, strategies, time lines, evaluations, etc., that can be initiated and continued in the following weeks. There are extensive, detailed instructions for several such problem-solving methods in the book by Schmuck, Runkel, Arends, and Arends mentioned earlier. It is recommended that the facilitator determine for her/his group of participants which model for problem solving is most appropriate.

Finally, three cautions are necessary. For maximum effectiveness, facilitators must resist the temptations to (1) omit any steps within the process, (2) shorten the minimum suggested time lines, or (3) omit the problem solving Session Three. It seems as if facilitators and groups never have enough time to do everything. That is a fact of life for those involved in inservice training, and planned change. However, to omit or shorten the contents of this model is to jeopardize its effectiveness, minimize its potential, and compromise its lasting impact.

Much of this Inservice is an adaptation of an original exercise entitled Build a Racist Community, authored by Patricia Bidol, Robert Terry, and members of the New Detroit Project (Detroit, Michigan). Their wisdom and creativity is gratefully acknowledged.

## Appendix I

## Session One: Detailed Outline

## SESSION I

STEP ONE: Greetings, Introductions

A. Purpose: setting the stage for this inservice
B. Materials: name tags
C. Time: 10 min.
D. Procedure:
   1. Seat the entire group in a large circle
   2. An appropriate participant should greet the group and introduce the facilitator and participants. Everyone should be reminded to wear his/her name-tag at all times during the inservice. There should be no exceptions to this.
   3. The facilitator will then:
      a. Discuss any necessary organizational items:
         1. Emergency procedures (locations of telephones, exits.)
         2. Smoking/Non-smoking areas, restroom locations
         3. Approximate schedule for the inservice, including breaks and meals

         Note: It is advisable to have coffee (tea, Sanka) available at the back of the room throughout the inservice. When there is an appropriate time, individuals can excuse themselves, get coffee, use the restrooms, and return to their small group activity. Often, this procedure helps minimize the problem of reassembling large numbers of participants from total group breaks.

      b. Discuss his/her individual style and preferences for this setting
         1. Explain that s/he will be helping to lay things <u>out with</u> participants, not <u>on</u> them. Everyone is the sum total of his/her life experiences and individuals will neither be attacked, nor used as examples.
         2. Ask for total group cooperation with the stated design and time limits for various activities, breaks, discussions
            a. Remind participants that part of the facilitator's responsibility is to maximize the use of the time alloted.
         3. Ask participants to share any of their ideas and comments with the total group, and to refrain from discussions of unrelated topics, no matter how tempting!
      c. Explain that s/he regards her/himself as a facilitator, not an expert. Most work will be done in small groups, with the total group functioning as a community of mutual learners

STEP TWO: Workshop Goals and Objectives

A. Purpose: to introduce and clarify the goals and objectives (below) of this inservice
B. Materials: newsprint with the goals and objectives written in large print
C. Time: 10 min.
D. Procedure:
   1. Hang the newsprint in full view of all participants
   2. Read the goals and objectives to the entire group
   3. Answer any questions
   4. When the group understands the goals and objectives, go on to Step Three

INSERVICE TITLE: Creating an Accepting Environment for the Handicapped Child in the Regular Classroom

INSERVICE GOAL: to have participants define, explore and evaluate their information, attitudes and actions re: handicapped individuals in general and handicapped students in particular

INSERVICE OBJECTIVES:

1. to develop and/or improve participants' skills in
   a. identifying the Anti handicapped characteristics of educational environments in this society, and,
      determining behaviors that will <u>decrease</u> the potential for such environments to continue to exist
   b. identifying the Pro handicapped characteristics of educational environments in this society, and,
      determining behaviors that will <u>increase</u> the potential for such environments to continue to multiply and to become institutionalized
2. to develop and/or improve participants' skills in analyzing and interpreting the roles of non-handicapped and handicapped individuals in the educational institutions in this society
3. to develop and/or improve participants' skills in assessing their individual commitment to action re: issues that affect the handicapped

STEP THREE: Participants' Handouts

A. Purpose: to familiarize participants with their materials and their use
B. Materials: Participants' Handouts packet
C. Time: 2-3 min.
D. Procedure:
   1. Ask someone from the group to pass out the packets
   2. Explain the following to participants

a. Materials have been prearranged to assist participants
b. All materials have a specific purpose and will be explained at the appropriate time during the workshop
c. Pages should not be read, nor completed ahead of time. Participants will be given ample time for reading and/or completing all materials

STEP FOUR: Defining an Accepting Environment

A. Purpose: This step has several purposes. It will provide a warm up, or mixing activity for participants. The paraphrase, a basic communication skill, will be practiced. Participants will develop a mutual, shared understanding of the term accepting environment.

B. Materials: Participants' Sheet #1, 1a
Facilitator sheet #1 (Paraphrase)

C. Time: 35 min.

D. Procedure:

1. Ask participants to locate Participants' Sheet #1 in their packet of materials.
2. The facilitator should read the directions at the top of the sheet and answer any questions.
3. Participants should complete the sheet individually, and wait for further instructions
4. When everyone has completed Participants' Sheet #1, give a brief overview of Paraphrasing (facilitator sheet #1) (For a detailed description of this communication skill and others, see The Second Handbook of Organization Development in Schools, by Richard A. Schmuck, Philip J. Runkel, Jane H. Arends, Richard I. Arends, Mayfield Publishing Company, Palo Alto, California, 1977).
5. Give these directions to the total group
   a. In a few minutes, find someone with whom you seldom have the opportunity to talk, and form a diad, or pair.
   b. Diads should be spread through the entire room so that one group will not interfere with another. (Wait for all diads to form)
   c. One member (1) of a diad will state what s/he has written in the blanks for Question A, "For myself, an accepting environment is one that is . . .,"

      The second member (2) of the diad will paraphrase what was said. If the paraphrase is inaccurate, then "1" should comment further about the information s/he wrote in the blanks, and "2" should again try to paraphrase. If the paraphrase is accurate, "2" will share what s/he has written in the blanks for Question A, and "1" will paraphrase.

d. Diads should follow the same procedure for Questions B., C., and D on Participants' Sheet #1

6. When all diads have finished paraphrasing Questions A, B, C, and D ask participants to form a total group
   a. The facilitator should record, with a large felt pen on newsprint, brief comments from members of the group
      Use the following headings,
      An accepting environment is . . .

      _____

      _____

      _____

      People in an accepting environment are . . .

      _____

      _____

      _____

      People can create an unaccepting environments by. . .

      | doing | saying |
      | --- | --- |
      | _____ | _____ |
      | _____ | _____ |
      | _____ | _____ |

      In unaccepting environments people . . .

      _____

      _____

      _____

   b. Encourage as many participants as possible to share their ideas. This information should lay the foundation for total group understanding of some characteristics of an accepting environment for <u>most people</u>
   c. Ask participants if any information on the newsprint would be appropriate for handicapped, as well as non-handicapped, individuals. Discuss how an accepting environment is potentially helpful to anyone, regardless of one's

physical, emotional or mental capabilities.

d. Ask participants to state a few advantages of using the skill of paraphrasing. Participants will, hopefully, be encouraged, to paraphrase one another throughout the inservice and thereby improve communication among themselves

STEP FIVE: Lecturette: The Basic Essentials, a Point of View

A. Purpose: to present information essential for the completion of this inservice
B. Materials: Facilitator Sheet #2, #2a, #2b (Lecturette: A Point of View); Transparency #1; Overlay #1a
C. Time: 5 min.
D. Procedure:
   1. Give the lecturette to the participants

STEP SIX: Conceptual Framework

A. Purpose: to describe the matrix that will be used as a major part of this inservice, to define the matrix terminology
B. Materials: newsprint for definitions
   newsprint for matrix
C. Time: 25 min.
D. Procedure:
   1. Point out that to help participants understand the dynamics of educational environments that include handicapped individuals, it is often helpful to approach touchy or controversial subjects indirectly -- by going around and coming in the back door. Therefore, the initial task is to DESCRIBE A PERFECT, BUT BELIEVABLE EDUCATIONAL ENVIRONMENT THAT IS ANTI HANDICAPPED.
   2. Write the terms Perfect, Believable, Environment, Anti, Handicapped, down the left side of a piece of newsprint (see Example 1)

(Example 1)

| |
|---|
| Perfect |
| Believable |
| Environment |
| Anti |
| Handicapped |

   a. Define the terms according to Webster's New Collegiate Dictionary, and also for purposes of this inservice. Write the definitions on the newsprint as you talk about them.

      PERFECT: Websters - flawless, complete, thorough, lacking in no essential detail

*Inservice - as disadvantageous to* handicapped students as possible

BELIEVABLE: Websters - within the range of known possibility or probability

Inservice - it could be accomplished in _____ (fill in this district) this year

ENVIRONMENT: Websters - surrounding influences, environmental conditions

Inservice - school environment, the existing atmosphere for learning and growing

ANTI: Websters - against; opposing or hostile to in opinion, sympathy or practice; opposing in effect or activity

Inservice - same as above

HANDICAPPED: Websters - a disadvantage that makes achievement unusually difficult

Inservice - those individuals defined as handicapped in the provision of Public Law 94-142 (Visually Impaired, Physically Impaired, Emotionally Impaired, etc.)

3. Write the task at the top of another piece of newsprint (See Example 2). Underneath the task, draw a matrix (See Example 3). Fill in the appropriate cells as you talk to the total group.

   Note: Each concept will require definition, elaboration and illustration. It is essential that each participant has a clear, concise grasp of each concept and of the group's assignment.

4. Explain that there are at least three concepts that can be used to describe an educational environment. Those concepts are, Power, Resources, and Values. Fill in the appropriate place on the matrix. (See Example 4)

5. Define each concept, and continue to fill in the matrix.

a. POWER - the ability to make important decisions and to determine policy. When power structures are discussed it is helpful to name who has power, and describe how it is used. (See Example 5)

b. RESOURCES - all things and people that are provided for the welfare and benefit of students. When resources are described, it is helpful to name the resources that are available, to state who has access to those resources, and to describe how the access to those resources is controlled. (See Example 6)

c. VALUES - are those beliefs, attitudes, lifestyles, etc., that people cherish. When values are described, it is helpful to discuss what values exist and prevail, and to describe how such values are maintained and perpetuated. (See Example 7)

(Example 2)

| *Task: Describe perfect, but believable educational environments that are Anti-handicapped students* |
|---|
| |

(Example 3)

| *Task: Describe perfect, but believable educational environments that are Anti-handicapped students.* | | | |
|---|---|---|---|
| | | | |
| | | | |

| Task: Describe perfect, but believable educational environments that are Anti-handicapped students | | | |
|---|---|---|---|
| | Power | Resour. | Values |
| | | | |

| Task: Describe perfect, but believable educational environments that are Anti-handicapped students | | | |
|---|---|---|---|
| | Power | Resour. | Values |
| | | | |

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|---|---|---|---|
| | Power | Resour. | Values |
| | | | |

| Task: Describe perfect, but believable educational environments that are Anti-handicapped students | | | |
|---|---|---|---|
| | Power | Resour. | Values |
| | | | |

6. Explain that there are several issues that can be considered within the framework of Power, Resources and Values. Five have been selected for purposes of this inservice. They are, Physical Environments, Placement Procedures, Curriculum, Non-Handicapped Students, and School Staffs. Fill in the appropriate issues from top to bottom on the left side of the matrix. (See Example 8)

7. Fill in a few key words to further define the issues. (See Example 9)

8. The matrix should now be completely outlined.

   Note: The matrix could also be developed by using transparencies that illustrate steps 1,2,3,4,5,6,7,8 and 9 rather than using newsprint.

(Example 8)

| *Task: Describe perfect, but believable educational environments that are Anti-handicapped students* | | | |
|---|---|---|---|
| | Power | Resour | Values |
| Physical Environ. | | | |
| Placemt Proc. | | | |
| Curr. | | | |
| Non-Hand Students | | | |
| School Staff | | | |

(Example 9)

| *Task: Describe perfect, but believable educational environments that are Anti-handicapped students* | | | |
|---|---|---|---|
| | Power | Resour | Values |
| Physical Environ. | | | |
| Placemt Proc. | | | |
| Curr. | | | |
| Non-Hand Students | | | |
| School Staff | | | |

STEP SEVEN: Small Work Groups

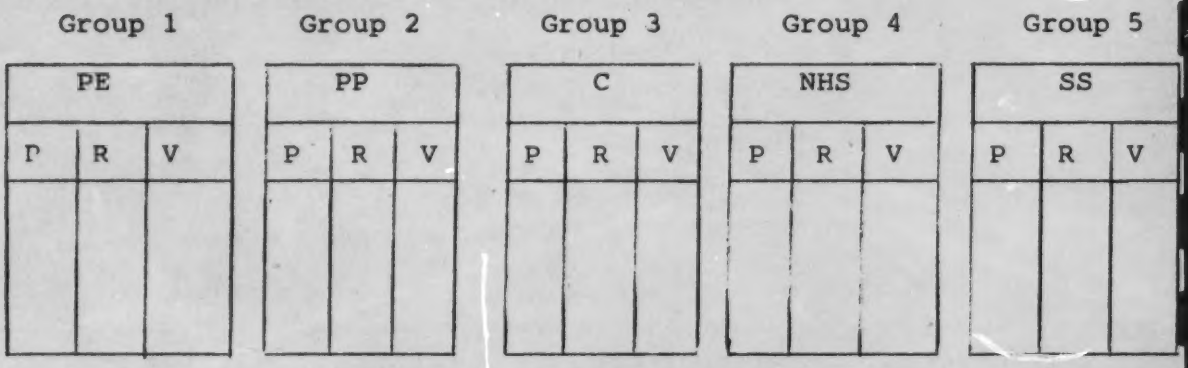
A. Purpose: to arrange the total group into small work groups
to explain the criteria used to assign participants to small work groups

B. Materials: Facilitator Sheet #3 (Small Group Master List)
Newsprint with appropriate tasks written for each of the five small work groups

C. Time: 10 min.

D. Procedure

1. Hang the newsprint with preprinted matrices for each small group,




2. Tell participants that they are going to be divided into 5 small working groups. This group membership will remain the same for the rest of the inservice.

3. Those participants who have a "PE" under their name on their nametag should take their chair and walk over to the newsprint with this task written on it: DESCRIBE PERFECT, BUT BELIEVABLE PHYSICAL ENVIRONMENTS THAT ARE ANTI HANDICAPPED STUDENTS (PE).
   a. Those participants who have "PP" under their name on their nametag should find the newsprint with this task written on it: DESCRIBE PERFECT, BUT BELIEVABLE PLACEMENT PROCEDURES THAT ARE ANTI HANDICAPPED STUDENTS (PP)
   b. Those participants with "C," "NHS," or "SS" should follow the same procedure.

4. When each of the five small work groups have arranged themselves near the appropriate newsprint, explain the criteria used for participants' assignments to small work groups:
   a. Participants have been assigned to small work groups for a variety of reasons. It is most helpful if each small group is truly representative of the large group. Therefore, the following were some things that were considered:
      1) participant's role, or job, or position. (Are there teachers, meal preparation

staff, aides, secretaries, maintenance staff, administrators in each small group?)

2) participant's gender (Are there combinations of males and females in each group?)
3) participant's experience (Are there people who have worked in this school district for varying lengths of time? Are there people who have worked at this role, position for varying lengths of time. Are there people who have, and have not had experience with handicapped individuals?)
4) participant's race and/or ethnicity (Are the small work groups representative of racial and ethnic groups within this school district?)
5) participant's style (Does this small work group contain people who are more talkative, and less talkative, people who tend to lead and those who tend to follow, etc.?)

STEP EIGHT: Brainstorming

A. Purpose: to introduce a technique that will assist the small work groups
B. Materials: Facilitator Sheet #4 (Brainstorming)
C. Time: 10 min.
D. Procedure:
   1. Explain to participants that each small work group's task will be to describe their assigned issue (PE, PP, C, NHS, SS) in all three categories of Power, Resources and Values.
   2. Using Facilitator Sheet #4, explain the technique of Brainstorming
   3. Ask for two volunteers from each small work group.
      a. One person will be a RECORDER for his/her group. This person should be able to print quickly and legibly on newsprint.
      b. One person will be a PROCESSOR for her/his group. This person should be able to summarize the thoughts of group members. S/he should be able to listen sensitively and be able to "keep the ball rolling" so that the group can complete its task

STEP NINE: Demonstration of Procedure

A. Purpose: to further clarify the process
B. Materials: Facilitator Sheets #5-9
C. Time: 40 min.
D. Procedure:
   1. Briefly demonstrate the process to the entire group.

a. Walk to one newsprint matrix (PE)
b. Read the task for that small work group (i.e., This small working group is asked to DESCRIBE PERFECT, BUT BELIEVABLE, PHYSICAL ENVIRONMENTS THAT ARE ANTI HANDICAPPED STUDENTS. Point to the "Power" column. Ask, "Who would have the power to make the decisions about perfect but believable physical environments that would be anti handicapped students?" If someone says, "District Architects," or another example, write it on the newsprint. Ask, "Who else would have the power to make the decisions about perfect, but believable physical environments that are anti handicapped students?" If someone says, "The Board of Education," etc., write it on the newsprint.
    1) Now point to the "Resources" column. Ask "What would the resources be like in a perfect, but believable physical environment that is anti handicapped students." Someone may say, "There would be no ramps." Write it on the newsprint in the "Resources" column. Ask "What other things could you write down to describe the resources in a perfect, but believable physical environment that is anti handicapped student?" Someone may say, "All drinking fountains and door knobs would be too high for students in wheelchairs to reach," or "All room numbers on the doors would be very small," or "No labeling would be in Braille." Write it all down in the "Resources" column.
    2) Now point to the "Values" column. Ask, "What would the values be like in a perfect, but believable physical environment that is anti handicapped students?" Someone may say, "There would be a belief that if the handicapped are going to be in the public schools, they'd better learn to navigate the physical environment which is already there, and not expect any special treatment." Write it on the newsprint in the "Values" column.

2. Answer any question about the task.
3. Ask the groups to begin. (Allow 30 minutes for this task. This is approximately 10 minutes for each concept - Power, Resources, Values. It might be helpful to remind people of the time every 10 minutes.)

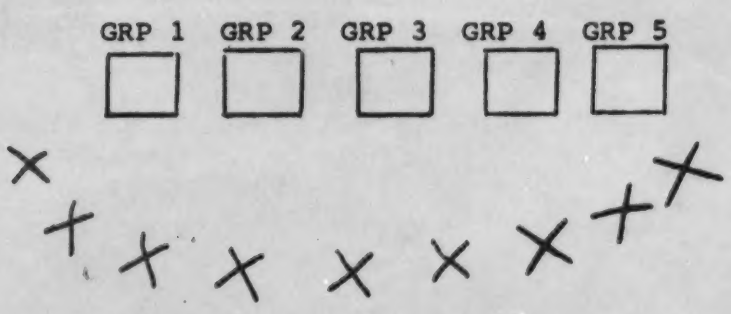
Note: Some small work groups may have difficulty getting started. The facilitator should drift from group to group answering questions and assisting with TASK (What they are to do) and PROCESS (How they are doing what they are doing). Some task questions: Is this group clear on the assigned task? Do you know what to do? Is the group using the correct definitions of perfect, believable? Some process questions: Is the recorder writing down phrases on newsprint as people share ideas? Is the processor assisting keeping track of the time? Is everyone participating? Are participants refraining from making judgmental comments about any items? If so, the facilitator should remind the group about the guidelines for brainstorming.

Data should be contributed exclusively by participants, however. Use Facilitator Sheets #5 through #9 for examples of some typical types of participant responses usually recorded in small work groups.

4. When the small work groups have completed their task, or time is up,
   a. Ask all recorders and processors to hand their newsprint in a designated central location during a 10 minute break.
   b. Ask all participants to first rearrange their chairs in front of the area where the newsprint will be hung.

BREAK 10 minutes

STEP TEN: Sharing the information on newsprint
- A: Purpose: to have each small group share with the total group
- B: Materials: small group newsprint sheets
- C: Time: 25 min. (5 minutes each)
- D: Procedure:
  1. After the break, all participants should sit facing the newsprint sheets. Because there is likely to be some discussion, it is wise to arrange participants in a semi-circle with the newsprint hung at the opening, i.e.,



2. Ask the recorders to read the statements brainstormed by her/his group.
   a. Encourage elaboration and illustration by the reporting group members, and questions of clarification from others.
3. Do not allow discussions of lists, ideas. Save that for later!

STEP ELEVEN: Analyzing the Data

A. Purpose: to determine the appropriateness of all the data
B. Materials: None
C. Time: 30 min.
D. Procedure:
   1. When all recorders have completed their sharing of information, the facilitator should simply stand back and look at the data. Wait. Discussion usually follows without too much encouragement.
   2. Remind participants that the original task was to brainstorm, and that now, they are reviewing the data in it entirely, and can check it for accuracy, appropriateness.
   3. Ask if all statements are "perfect," "believable."
      a. Some participants may question the "perfectness" of entries and offer "more perfect solutions."
      b. Others may question the "believability" of entries and may suggest "more believable solutions."
   4. Ask if anything should be deleted. If most participants, (3/4 of the group by a show of hands) agree that an item should be deleted, simply draw one line through the statement. Do not completely cross it out.
   5. Check for agreement, and make brief changes if they are deemed necessary by most participants.
   6. At some point, soomer or later, someone will likely comment, "This sounds like our own district, or our own school!"
      a. The facilitator should question this statement and check for agreement among the group.
      b. Then, go over each statement, and circle the entries that the entire group agrees are appropriate for their school or district.
      c. If someone does not agree that "this is true of my school or district," ask him/her how the item could be reworded to make it more acceptable as a reflection of this school, district.
      d. Before going on to the next step, poll each participant for ownership of the items as "a picture of our school, or district"
   7. If no one suggests that the data reflects "our

school," or "our district," the facilitator may trigger such awareness by asking, "How is the environment described by the data on the newsprint different from this school, this district?" Or, "What would you change to make it a fair representation of this school?" Seek agreement (show of hands) on suggested changes and circle appropriate items. DO NOT ERASE ANY DATA.

Note: If such agreement is not possible, go on to the next step, remembering that you are now dealing with a hypothetical school, district.

STEP TWELVE: Generalizing the Data

A. Purpose: to elicit from the concepts of Power, Resources, and Values generalizations that characterize all the data

B. Materials: Newsprint to write generalizations
Facilitator Sheet #10 (Four Characteristics of Educational Environments that are Anti Handicapped Students)

C. Time: 20 min.

D. Procedure:

1. When the data has been "owned" by the group, the facilitator should suggest that the information indicates several characteristics of educational environments that are anti handicapped students.
2. There are two acceptable procedures to follow when dealing with these characteristics:
   a. Procedure One: The characteristics may be "teased" from the group by asking questions, e.g.,
      1) How would you describe power, generally, in an educational environment that is anti handicapped students? Who has it? How is it used? (The answer will resemble the first generalization on Facilitator Sheet #10)
      2) How would you describe resources, generally in an educational environment that is anti handicapped students?
      3) How would you describe values, generally, in an educational environment that is anti handicapped students?

-or-

   b. Procedure Two: The three characteristics may be "delivered" to the group as the "combined wisdom of hundreds of people who have been through this inservice before."
3. Write the answers on newsprint and title it, CHARACTERISTICS OF EDUCATIONAL ENVIRONMENTS THAT ARE ANTI HANDICAPPED STUDENTS
   a. The generalizations should resemble the following:

1) Non handicapped individuals retain most, if not all, positions of important decision making power (POWER)
2) Non handicapped individuals maintain formal (and sometimes informal) policies and practices which discourage handicapped individual's access to many school, community, and institutional resources (RESOURCES)
3) Non handicapped individuals assume the superiority of their norms and values, and are frequently insensitive to alternative appearances, lifestyles (VALUES)

The facilitator then writes Characteristic #4. It is not in the matrix, but will be obvious from the data and discussion:

4) Non handicapped individuals typically misplace "the problem" by making certain that attention is focused critically, or paternalistically on handicapped individuals, and not themselves. For example, a non handicapped person might say, "We (non handicapped individuals) are not the problem, they (handicapped individuals) are the problem."

4. Allow the group to modify and refine these four statements to their liking
5. Check for ownership of and agreement upon the four generalizations, or characteristics, before moving on to the next step.

Note: Refer to Facilitator Sheet #10 Part A for a complete listing of the four Characteristics of Educational Environments that are anti handicapped students.

STEP THIRTEEN: COUNTER CHARACTERISTICS

A. Purpose: to move from Four Characteristics that are Anti handicapped to Four that are Pro handicapped
B. Materials: Facilitator Sheet #10 Part B, newsprint to record Pro Handicapped Characteristics
C. Time: 10 min.
D. Procedure:
1. The facilitator should now "tease" from the total group a counter list of FOUR CHARACTERISTICS OF AN EDUCATIONAL ENVIRONMENT THAT IS PRO HANDICAPPED STUDENTS.
a. This can be accomplished by asking questions such as:
1) This is what POWER looks like in an educational environment that is ANTI handicapped

students. What would it look like in an educational environment that is PRO handicapped? Who should have the power? How would power be used?

Note: It is extremely important that these Four Characteristics be developed by the group itself. To the degree that they are articulated and owned, they will represent the take-home commitment of the participants, and may, (hopefully) serve as a basis for future strategizing and planning for generalized behavior.

2. Explain that in Session II participants will be using the Characteristics of an Educational Environment that is PRO handicapped students.

## Appendix Ia

Session One: Materials for Facilitators and Participants

(in order of presentation and use)

# MATERIALS CHECKLIST SESSION I

| FOR PARTICIPANTS | | FOR FACILITATOR(S) | |
|---|---|---|---|
| Session I | | Session I | |
| Step One: | Greeting, Introduction | Step One: | |
| _____ | Name tags | _____ | Facilitator Sheet #A, #AA |
| _____ | Small Work Group Assignments | | |
| Step Two: | Workshop Goals, Objectives | Step Two: | |
| _____ | Newsprint - Goals, Objectives | _____ | Newsprint with preprinted goals and objectives |
| Step Three: | Participants' Materials | Step Three: | |
| _____ | Participant's Handouts in correct order: | _____ | Facilitator Sheet #1 (Paraphrase) |
| _____ | Participant Sheet #1, 1a (Accepting Environment) | | |
| _____ | Participant Sheet #2, 2a (Evaluation I) | | |
| Step Four: | Defining Accepting Environments | Step Four: | |
| _____ | Participant Sheet #1 | _____ | Newsprint with headings |
| Step Five: | Lecturette | Step Five: | |
| | | _____ | Facilitator Sheet #2, #2a, #2b (Lecturette: A Point of View) |
| | | _____ | Transparency #1 |
| | | _____ | Overlay #1A |
| Step Six: | Conceptual Framework | Step Six: | |
| | None | _____ | Newsprint - definitions |
| | | _____ | Newsprint - matrix |

| | PARTICIPANTS | FACILITATOR(S) |
|---|---|---|
| Step Seven: | Small Work Groups<br>_____ Letters pre-printed on nametag indicating small group assignment | Step Seven:<br>_____ Facilitator Sheet #3 (Small Group Master List)<br>_____ Newsprint for each work group<br>__Physical Env.<br>__Placemt Proc.<br>__Curricula<br>__Non Handicapped students<br>__School Staff |
| Step Eight: | Brainstorming<br>None | Step Eight:<br>_____ Facilitator Sheet #4 (Brainstorm) |
| Step Nine: | Demonstration of Procedure<br>None | Step Nine:<br>_____ Facilitator Sheets #5-9 (Examples) |
| BREAK | | BREAK |
| Step Ten: | Sharing Newsprint Data<br>None | Step Ten:<br>None |
| Step Eleven: | Analyzing Data<br>None | Step Eleven:<br>None |
| Step Twelve: | Generalizing Data<br>None | Step Twelve:<br>_____ Facilitator Sheet #10 Part A (Four Characteristics Anti Handicapped) |

| PARTICIPANTS | FACILITATORS |
| --- | --- |
| **Step Thirteen:** Counter Characteristics<br>None | **Step Thirteen:**<br>_____ Facilitator Sheet #10 Part B (Four Characteristics Pro Handicapped) |
| **Step Thirteen A:** Evaluation<br>_____ Participant Sheet #2 (Evaluation I) | **Step Thirteen A:**<br>None |

Session I
Participant Sheet #1

DIRECTIONS TO PARTICIPANTS:

Work individually. Answer questions A, B, C, and D by filling in the blanks with short phrases or several descriptive words. For this activity, use the following definitions,

ACCEPTING = supportive, understanding, favorable, confortable

ENVIRONMENT = situation, attitude, location, surrounding influences

When you finish, please wait for further instructions.

A. For myself, an ACCEPTING ENVIRONMENT is one that is . . .

_____

_____

_____

_____

_____

B. In an ACCEPTING ENVIRONMENT, I would describe myself as . . .

_____

_____

_____

_____

_____

C. For me, someone else could create an UNACCEPTING ENVIRONMENT by doing (1-5), and saying (6-10) the following . . .

| DOING | | SAYING | |
|---|---|---|---|
| 1. | _____ | 6. | _____ |
| 2. | _____ | 7. | _____ |
| 3. | _____ | 8. | _____ |
| 4. | _____ | 9. | _____ |
| 5. | _____ | 10. | _____ |

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D. In an UNACCEPTING ENVIRONMENT, I would describe myself as . . .

PARAPHRASE

Paraphrasing is a way of showing someone else that you understand what they are saying. We often assume that we really know what a person means, but we neglect to make certain. By using a paraphrase, you can test your understanding of the other person's comments and can ask them to clarify their meaning if you have misunderstood.

EXAMPLE

Justin: I feel uncomfortable and helpless around handicapped kids.

You: Do you mean that you don't know whether or not to ask a handicapped student if she needs some assistance?

Justin: Yes. I just don't want to offend anyone.

THE AIM IS:

To increase the accuracy of communication by:
a) stating, in your own way, what the other person's remark conveys to you
b) checking with the other person to be certain you understand his/her ideas as he/she intends them

THE BENEFIT IS:

You let the other person know that you are interested in him/her, and that you want to understand what s/he means

THE MISUSE OCCURS WHEN:

You regard paraphrasing as too simplistic and easy, or

You add new ideas of your own before you determine whether or not you have understood the other person's comments.

LECTURETTE: A Point of View

Whenever one tries to change the behavior of others, or oneself, one thing must be realized -- change requires hard work and lots of effort.

People grow up under the influence of a number of formal and informal institutions that attempt, directly or indirectly, to shape their attitudes and values. The purpose of an institution is, of course, to instruct. Many do their job TOO well. Most of us have been taught that individuals who are handicapped are so different from individuals who are not handicapped that they should be put away out of sight. People are told, "That is what is 'best' for them," and "They can learn more that way," and "They will be happier with their own kind." Well, the secret is out -- WE are THEIR own kind.

People sometimes behave as if there were two clear-cut divisions for people, those who are handicapped and those who are not. As trite as it sounds, and repetitive though it might be, we all are handicapped in some way. Some handicaps are simply more easily defined because they can be observed more readily.

There are many subtle, and not so subtle, ways that have been used to communicate to the majority of the population that individuals who are handicapped are less attractive, less sensual, less capable, less independent, less happy, less intelligent, less etc., than individuals who are not handicapped.

Mass media promotes "beautiful people" on television, and in radio, newspapers, books, movies, advertisements. People

are bombarded with individuals to emulate. But few, if any, people who are handicapped sell sports equipment, alcohol, diapers, soap, clothing, cosmetics, or anything else on T.V. Every so often, there is a movie about someone who has surmounted incredible obstacles to become an outstanding athelete after a crippling disease or serious accident. These are the "Super Crips." The prettiest handicapped children do get prime time when they have been selected as Poster Children and are asking for money or help. The message is clear. The major way to help individuals who are handicapped is to give money once or twice a year. Mr. Magoo is to individuals who are handicapped what Little Black Sambo is to individuals who are Black. Handicapped characters that are well known in literature are frequently evil. Captain Hook and Long John Silver are, for example, portrayed as sinister and frightening. People have not been subjected to the typical person who is handicapped, and is living his/her life in much the same manner as everyone else.

The language people use to refer to individuals who are handicapped is value laden. They say, "There is a disabled person" instead of "There is a <u>person</u> who is disabled," or "There is a person with differing abilities." People observe, "A blind person is getting into that car" rather than "That person, who is blind, is getting into that car." We hear, "There is an amputee" rather than "There is a person who is physically different from me." We often label individuals who are handicapped as if they <u>were</u> their handicap instead of <u>people</u> with many traits, one of which is a handicapping <u>con-</u>

dition.

People have learned that the visual images of someone drooling or grimacing to form language, or having different looking or missing body parts, are unpleasant and distasteful. We are taught not to stare, not to ask questions, to look down or away.

Many resources that are taken for granted by individuals who are not handicapped are simply inaccessible or inoperable to individuals who are handicapped. However, the general absence of individuals who are handicapped is the norm, and they are rarely missed. Consider the recreation facilities (such as theaters, arenas, mobile homes, campsites), transportation facilities (such as airplanes, buses, elevators, cars, trucks, snowmobiles, bikes), structures (such as apartments, colleges, condominiums, public schools, churches, motels, libraries, social clubs) that are inappropriate for use by individuals who are handicapped.

People blame the victim (those individuals who are handicapped) by labeling procedures that MANDATE change (such as P.L. 94-142) rather than ASK for it, as "pushy," "unfair," or "unreasonable." Much like other social change movements (Civil Rights, Feminist, Agist), the Handicapist Movement draws reactions like, "Those people are a lot better off than they used to be," and "What else do they want?" and "Change takes time. Why are they so impatient?"

Most of us like to have some part in making decisions. We feel more confortable and confident when we participate in

the goal setting, the fact finding, the discussing, and the debating of issues pertinent to ourselves. We feel more self-reliant when we are involved in the devision making process, especially if the final decision has some impact or influence upon our lives. Many, if not most, of the decisions affecting individuals who are handicapped are made by individuals who are not handicapped, who, in fact, seldom have any experience with individuals who are handicapped. This is certainly true for children who are handicapped. They usually have little significant decision making authority.

When people think about the plight of the handicapped, they feel helpless, guilty, angry, resentful, etc. To the extent that these feelings, and others, prevent positive forward movement, they are, and continue to be, unproductive. If justice is to prevail, most people have a lot of UNlearning to do. Our values are being challenged. Can we really continue to exist in a society that has such a narrow range for the acceptance of individual differences? Is it possible to widen our acceptance of variance -- physical, mental, and emotional -- among individuals?

The intent of P.L. 94-142 is to establish a Human Rights Bill for the Handicapped. From this comes the concept of LEAST RESTRICTIVE ENVIRONMENT. This concept is often used synonymously with MAINSTREAMING which, for purposes of this inservice, will be considered incorrect. There are various choices available to individuals who are handicapped, and who can benefit from public school educational services. Main-

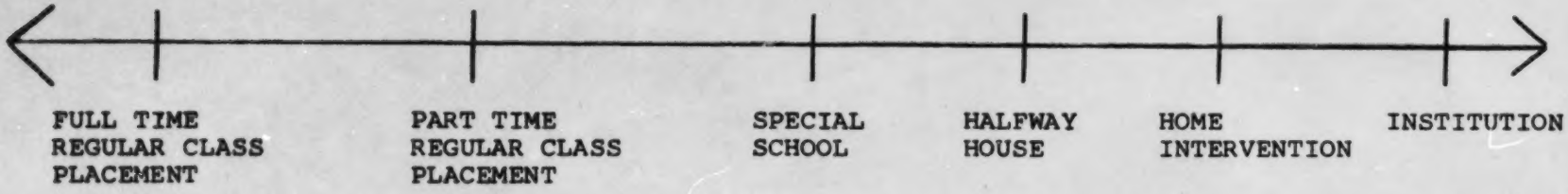
streaming is only one choice.

If we view a continuum (use Transparency #1) that simply illustrates the point, it would look like this. Only the far left end of this continuum (use Transparency #1a) involves the placement of students who are handicapped into regular school classrooms, into mainstreamed situations. The intent of P.L. 94-142 is not to flood regular classrooms with every child who is handicapped. The intent is to have people make wise decisions about children (both handicapped and non-handicapped) who are appropriate for this process, so that everyone can benefit.

Once all the decisions have been made, it behooves us to create the best situation for younsters and staff. An accepting educational environment is crucial to the entire process. Such an environment must be planned at least as carefully as the childrens' academic curriculum. Obviously, this environment will not exist simply because handicapped and non-handicapped minds and bodies are put together.

During this inservice, people will be identifying the characteristics of educational environments that are effective, creative, exciting and accepting. Such environments can welcome all students and staff, and hopefully, keep them safe for learning and growing.

SOME SITUATIONS ALONG A CONTINUUM REPRESENTING A LEAST RESTRICTIVE ENVIRONMENT

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Session I
Transparency #1

POSSIBLE MAINSTREAMING
SITUATIONS





Session I
Transparency #1
Overlay #1a

MASTER LIST FOR SMALL WORK GROUP MEMBERSHIP

Some criteria used for assigning participants to small work groups were:

Role, job title, position (e.g., teacher, meal preparation staff, aide, secretary, maintenance staff, administrator, etc.)
Female/Male
Experience
Race, Ethnicity
Style (e.g., more talkative, less talkative, etc.)
Other _____
_____
_____

| Small Group PE | Small Group PP | Small Group C | Small Group NHS | Small Group SS |
|---|---|---|---|---|
| 1. | 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. | 4. |
| 5. | 5. | 5. | 5. | 5. |
| 6. | 6. | 6. | 6. | 6. |
| 7. | 7. | 7. | 7. | 7. |
| 8. | 8. | 8. | 8. | 8. |
| 9. | 9. | 9. | 9. | 9. |
| 10. | 10. | 10. | 10. | 10. |
| 11. | 11. | 11. | 11. | 11. |
| 12. | 12. | 12. | 12. | 12. |

LECTURETTE: Brainstorming

It will be most helpful it you use a technique referred to as BRAINSTORMING to accomplish your task. The purpose of brainstorming is to get as exhaustive a list as possible from as many group members as possible, in the time alloted.

When a group brainstorms, individuals simply say what is on their mind regarding a given topic. Members of the group must refrain from judging, evaluating, correcting, etc. what another person has said. Someone may ask for a brief clarification of a statement s/he does not understand, but must avoid lengthy discussion of a person's idea.

Much like the name of the technique implies (a storm may have many elements - thunder, rain, hail, lightening, snow, and wind), individuals are putting their brains to work collectively to try to explore as many aspects of a topic as possible.

Be creative! Have fun! Do not evaluate your own thoughts before sharing them with the total group. You may rule out one of your ideas as "silly" or "stupid" that, if said, could be useful in itself, or trigger an idea in someone else.

EXAMPLES OF PARTICIPANTS' RESPONSES
(SMALL WORK GROUP NEWSPRINT)

TASK: Participants will DESCRIBE PERFECT (as DIS-advantageous as possible to handicapped students), but BELIEVABLE (could possibly be accomplished in this district this year), Physical Environments that are ANTI handicapped students.

| 1. POWER<br>the ability to make important decisions, determine policy, etc.<br>1a. Who has it?<br>1b. How is it used? | 2. RESOURCES<br>all things, people, etc., that are provided for the welfare and benefit of students.<br>2a. What resources are available?<br>2b. Who has access to the resources?<br>2c. How is access to resources controlled? | 3. VALUES<br>beliefs, attitudes, lifestyles, etc.<br>3a. What values prevail?<br>3b. How are these values maintained? |
|---|---|---|
| Only N.H. individuals design the environment for handicapped indiv.<br><br>Those who determine what architectural plans will be purchased and for used are:<br>1. People concerned more with budgets than needs of the handicapped.<br>2. People who have not considered designs made by architects who consult with, or are handicapped.<br><br>People who have unrealistic or unfair expectations for the handicapped - i.e., those who do not think it is important for handicapped kids. to be able to negotiate the environments in a dignified or independent manner - make decisions about the physical environ. and how it will be used.<br><br>All attention paid to aesthetic attractiveness of envir. with no consideration for handi. ind. | Restrooms, drinking fountains, lockers, sinks, tissue, towels, benches, desks, walkways, telephones, lights, etc. are all inaccessible to handicapped individuals.<br><br>Playground equipment cannot be used by H.S.<br><br>Classrooms have high chalkboards and non-portable furniture.<br><br>No one ever assists handicapped individuals negotiate the physical environ. at this school.<br><br>H.S. cannot participate in athletic events because there are no facilities. | Cost efficiency is most important factor.<br><br>Aesthetic attractiveness is more important than needs of a few handicapped people<br><br>All barrier free environments are ugly; are "eye sores"<br><br>No one ever pays any attention to the parking reserved for handicapped indiv. "That's unfair to others."<br><br>All constructions necessary for the handicapped should be built in the rear of buildings, etc. |

Session I
Facilitator Sheet #6

EXAMPLES OF PARTICIPANTS' RESPONSES
(SMALL WORK GROUP NEWSPRINT)

TASK: Participants will DESCRIBE PERFECT (as DIS-advantageous as possible to handicapped students), but BELIEVABLE (could possibly be accomplished in this district this year), Placement Procedures that are ANTI handicapped students.

| 1. POWER<br>the ability to make important decisions, determine policy, etc.<br>1a. Who has it?<br>1b. How is it used? | 2. RESOURCES<br>all things, people, etc., that are provided for the welfare and benefit of students<br>2a. What resources are available?<br>2b. Who has access to the resources?<br>2c. How is access to resources controlled? | 3. VALUES<br>beliefs, attitudes, lifestyles, etc.<br>3a. What values prevail?<br>3b. How are these values maintained? |
|---|---|---|
| School staff keep parents of H.S. as uninformed as possible. | Teachers who receive H.S. are not given any preparation prior to or after the arrival of the student. | H. students are placed whenever teachers will take them, regardless of class age, tech. ability etc. |
| Policies are used to "get this kid off my back" rather than find an appropriate placement. | Placement instruments (i.e., paper-pencil tests, achievement tests, etc. are not adapted in any way to accurately assess H. kids. (i.e., large print, flexible format, flexible time limits, flexible scoring etc.) | H. students are only placed in non academic classes regardless of their intellectual ability. |
| There is a policy that informally condones the refusal to have placement recommendations challenged. | Personnel who administer tests are totally unfamiliar with ways to modify the test to accurately assess H.S. | H. students placed be with other H.S. |
| The person who is least familiar with handicapped students has the final decision re: placement. | H.S. are not prepared in any way for the testing situation, environment, etc. | It takes a long time to get results from any tests given to H.S. |
| H.S. are not involved in determining their own placement. | H. individuals are always last on the "to be tested" list | Only tests which are disadvantageous to H.S. and advantageous to N.H.S. are given. |
| Test results are not shared with parents of H.S. | No one knows how to use the referral procedure | There is an obligation to change the child not the placement norms. |
| | | The most efficient placement is the best placement. |
| | | Public schools were not meant for this (mainstreaming) |



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Session I
Facilitator Sheet #7

EXAMPLES OF PARTICIPANTS' RESPONSES
(SMALL WORK GROUP NEWSPRINT)

TASK: Participants will DESCRIBE PERFECT (as DIS-advantageous as possible to handicapped students), but BELIEVABLE (could possibly be accomplished in this district this year), Curricula that are ANTI handicapped students.

| 1. POWER<br>the ability to make important decisions, determine policy, etc.<br>1a. Who has it?<br>1b. How is it used? | 2. RESOURCES<br>all things, people, etc., that are provided for the welfare and benefit of students.<br>2a. What resources are available?<br>2b. Who has access to the resources?<br>2c. How is access to resources controlled? | 3. VALUES<br>beliefs, attitudes, lifestyles, etc.<br>3a. What values prevail?<br>3b. How are these values maintained? |
|---|---|---|
| Handicapped indo. will not serve on committees that evaluate textbooks, courses of study, etc.<br><br>Awards, scholarships, etc., are not available to H.S.<br><br>People unfamiliar with the needs of handicapped indo. are writing, illustrating, and buying all curriculum materials for this district.<br><br>Requests for modifications in the curriculum are regarded as "nervy" or "uppity."<br><br>Decisions made by H. individuals regarding the curriculum are not seen as having any importance, or relevance. | Textbooks and other materials show H. indo. as inadequate or as "super crips"<br><br>Ignores handicapped people as a resource<br><br>There is no appropriate hardware (Braille typewriter, adapted A-V equipment, page turner, etc.) necessary to use curriculum materials.<br><br>Curriculum is "lock step" - You must do #1 before #2.<br><br>Grading is based on rigid standards.<br><br>Curriculum design does not meet the needs of H.S. (No large print, near exceptional movies, etc.)<br><br>No books, films, tapes etc. are in the school library that could educate anyone about H. indo<br><br>Families of H.indo. are portrayed as unhappy, sullen, disappointed, etc. in curriculum materials | There is no need to show the "typical" H.ind. doing "everyday things" in curriculum materials.<br><br>It is not good to have a wide range of emotions of H. indo. shown in textbooks.<br><br>If H.S. are going to be put in Public schools, they should be able to use materials already there. It's not fair to Aristotelian curric. funds be spent on educating the handicapped.<br><br>It is O.K. to use materials that perpetuate stereotypes of H. ind. because there is no money to replace them.<br><br>The curriculum teachings dom. culture for a select group of indo. who can fulfill our cultural expectations.<br><br>Chosen group (NH) exists at the expense of other groups (H) |

Session I
Facilitator Sheet #8

EXAMPLES OF PARTICIPANTS' RESPONSES
(SMALL WORK GROUP NEWSPRINT)

TASK: Participants will DESCRIBE PERFECT (as DIS-advantageous as possible to handicapped students), but BELIEVABLE (could possibly be accomplished in this district this year), Non Handicapped Students that are ANTI handicapped students.

| 1. POWER<br>the ability to make important decisions, determine policy, etc.<br>1a. Who has it?<br>1b. How is it used? | 2. RESOURCES<br>all things, people etc., that are provided for the welfare and benefit of students.<br>2a. What resources are available?<br>2b. Who has access to the resources?<br>2c. How is access to resources controlled? | 3. VALUES<br>beliefs, attitudes, lifestyles, etc.<br>3a. What values prevail?<br>3b. How are these values maintained? |
|---|---|---|
| There are no handicapped students in student government, nor as presidents of any school organizations.<br><br>There are no handicapped students who are asked to discuss students' views or opinions with the Principal, School Board etc.<br><br>NHS use their power to set requirements and policies which exclude handicapped students. | NHS have newer books and equipment<br><br>NHS receive majority of teacher time, concern, etc.<br><br>H.S. have no one on the staff they can discuss problems with.<br><br>No special transportation should be provided for H.S.<br><br>NHS do not assist H.S. in any way (i.e., with assignments, meeting friends, getting around)<br><br>Scheduling special events is done at the convenience of NHS.<br><br>NHS receive the best grades.<br><br>NHS only participate in "The Arts" (school musicals, plays, art shows, contests, etc.) | Staff members should not be handicapped<br><br>NHS and staff believe H.S. are less intelligent and less capable than N.H.S.<br><br>NHS cannot benefit in any way from mainstreaming.<br><br>Every student should receive the same amount of teacher time.<br><br>It is O.K. to tease or "put down" H.S. about their appearance and capabilities.<br><br>H.S. should not "mix" with NHS<br><br>The more you adhere to NHS norms, the |

Session I
Facilitator Sheet #9

EXAMPLES OF PARTICIPANTS' RESPONSES
(SMALL WORK GROUP NEWSPRINT)

TASK: Participants will DESCRIBE PERFECT (as DIS-advantageous as possible to handicapped students), but BELIEVABLE (could possibly be accomplished in this district this year), School Staff that are ANTI handicapped students.

| 1. POWER<br><br>the ability to make important decisions, determine policy, etc.<br>1a. Who has it?<br>1b. How is it used? | 2. RESOURCES<br><br>all things, people, etc., that are provided for the welfare and benefit of students.<br>2a. What resources are available?<br>2b. Who has access to the resources?<br>2c. How is access to resources controlled? | 3. VALUES<br><br>beliefs, attitudes, lifestyles, etc.,<br>3a. What values prevail?<br>3b. How are these values maintained? |
|---|---|---|
| The school staff has several vocal members who oppose mainstreaming for any reason. They are working up a staff statement to that effect to send to the Supt.<br><br>No P.T.A. (or P.T.O.) mtgs will be spent trying to improve relations between parents of handicapped and nonhandicapped children.<br><br>Decisions are based upon what is best for that teaching and support staff, as opposed to what is best for the H.S.<br><br>If we ignore PL94-142 it will go away. | Inservice Training is given only to those who do not favor mainstreaming.<br><br>The best conditions are for those teachers who do not mainstream.<br><br>The highest salaries are paid to those professionals who oppose mainstreaming.<br><br>No special help nor additional work time will be spent with handicapped students or their parents.<br><br>The best staff is used to teach the best non handicapped students.<br><br>SS downgrades the idea of mainstreaming in front of NH students. | It is not necessary to have handicapped employed by this school district.<br><br>Least Restrictive Env. is an unhelpful idea and should never be implemented regardless of it being a law.<br><br>Asking regular teachers to have HS is unfair and unreasonable<br><br>We will do no more than barely be in compliance with 94-142.<br><br>The Education for All Handicapped (PL94-142) is a fad. It will go away. |

PART A. FOUR CHARACTERISTICS OF EDUCATIONAL ENVIRONMENTS THAT ARE ANTI HANDICAPPED

1. Non handicapped individuals retain most, if not all, positions of important decision making power (POWER)

2. Non handicapped individuals maintain formal (and sometimes informal) policies and practices which discourage handicapped individuals' access to many school, community and institutional resources (RESOURCES)

3. Non handicapped individuals assume the superiority of their norms and values, and are frequently insensitive to alternative appearances, lifestyles, etc. (VALUES)

4. Non handicapped individuals typically misplace "the problem" by making certain that attention is focused critically, or paternalistically, on handicapped individuals, and not themselves (OWNERSHIP OF THE PROBLEM)

PART B. FOUR CHARACTERISTICS OF EDUCATIONAL ENVIRONMENTS THAT ARE PRO HANDICAPPED

1. Individuals, handicapped and non handicapped, share all positions of important decision making power, especially the power over self-determination. (POWER)

2. Individuals, handicapped and non handicapped, maintain formal policies and practices which encourage handicapped individuals' access to all school, community and institutional resources (RESOURCES)

3. Individuals, handicapped and non handicapped, value pluralistic standards and norms, and are sensitive to alternative lifestyles, appearances, etc. (VALUES)

4. Individuals, handicapped and non handicapped, view "the problem" as "ours," or "mine," rather than "theirs." (OWNERSHIP)

## EVALUATION OF SESSION I

A. The part of Session I that was <u>most helpful</u> to me was _____ because _____.

B. The part of Session I that was <u>least helpful</u> to me was _____ because _____.

DIRECTIONS: Please place a circle around the number that most closely represents your perceptions.

| | | |
|---|---|---|
| 1. The activity (triads) defining an "Accepting Environment for Me" was useful for me | 1 2 3 4 5 6 7 | was not useful for me |
| 2. Using paraphrasing is helpful in providing clear communication | 1 2 3 4 5 6 7 | is not helpful |
| 3. The lecturette on "A Point of View" was informative | 1 2 3 4 5 6 7 | was not informative |

Other comments _____

| | | |
|---|---|---|
| 4. The explanation of the task, "To build a perfect, but believable educational environment that is ANTI handicapped was clear and concise | 1 2 3 4 5 6 7 | was unclear and vague |
| 5. The Facilitator's demonstration of how to fill in the matrix was helpful | 1 2 3 4 5 6 7 | was not helpful |
| 6. My small group worked effectively | 1 2 3 4 5 6 7 | did not work effectively together |

7. My thoughts and feelings about the group's 4 Characteristics of an Educational Environment that is ANTI handicapped are _____

8. The process of then defining the 4 Characteristics of an Educational Environment that is PRO handicapped was

_____

9. Here are some words that describe my thoughts and feelings at the conclusion of Session I,

_____ _____

_____ _____

| | | | |
|---|---|---|---|
| 10. | I like being in this Inservice so far | 1 2 3 4 5 6 7 | do not like being in this Inservice |
| 11. | The Facilitator understands (is in tune with) our group | 1 2 3 4 5 6 7 | has very little understanding |
| 12. | The Facilitator is competent | 1 2 3 4 5 6 7 | is incompetent |
| 13. | I approve of the leadership techniques of this Facilitator | 1 2 3 4 5 6 7 | disapprove of the leadership techniques of this Facilitator |
| 14. | This Facilitator does not get uptight. He/She keeps a cool head | 1 2 3 4 5 6 7 | This Facilitator gets defensive in response to this group |

15. If I could change one thing about Session I, it would be

_____ because

_____

16. Other comments _____

## Appendix II
## Session Two: Detailed Outline

## SESSION II

### STEP FOURTEEN: Advocacy

A. Purpose: to introduce a matrix that defines some advocacy styles
B. Materials: transparency #2 Overlays 2A, 2B, 2C, 2D
transparency #3
C. Time: 20 min.
D. Procedure:
1. Use the transparency entitled Advocacy for the Handicapped
2. Show the empty squares with Active and Passive showing at the top, and Anti Handicapped Students and Pro Handicapped Students showing at the left side (Transparency #2)
3. Beginning with square #1, explain that some people are actively anti handicapped students. It is evident that they do not believe in the concept of a least restrictive environment. They make comments such as these. (Show transparency #2 Overlay 2A) Their behavior makes it obvious that they do not support handicapped children in the regular classroom at all. Most of the time, their actions are overt. Some will display active anti handicapped conduct intentionally, while some will behave unintentionally. Although unintentional acts may be more excusable and seemingly less malicious than intentional acts, the resultant effects upon handicapped individuals are the same -- overt active, anti handicapped beliefs and activities.
4. Go on to square #2. (transparency #2 Overly 2B) Explain that some people have beliefs similar to those active anti handicapped ones, but they act them out in a subdued, passive manner. Although they may not overtly disagree with the concept of a least restrictive environment, these professionals may transfer to a school that cannot possibly mainstream due to its geographic location in the district. They may make comments such as,

"I'd love to have that visually impaired child in my class, but, I've had no experience with such children and Mr. Anderson has."

or

"I can really understand how the district can't afford to rewrite the textbooks to include stories about typically handicapped individuals. It would really be expensive."

Or they may simply change the subject in the teachers' lounge during a discussion about mainstreaming. These people are followers, or conformists.

5. Go on to square #3. (transparency #2 Overlay 2C) Explain that in square #3 the Passive Pro Handicapped person believes in justice for all children, and in the worthiness of all human beings. This person may be upset by the injustices s/he sees and hears about regarding students who are handicapped, but s/he will not publicly discuss such beliefs. S/he abhors the Four Characteristics of an Educational Environment that is Anti Handicapped Students, but knows that activism, "boat rocking," criticism are frowned upon, socially questionable. So, this professional conforms to the status quo. S/he may say,

   > "It would be nice to have some slightly impaired children in this school, but what can I do about it? My principal would never go for it."

   This person also is a conformist, in the sense that issues harmful to the handicapped are not confronted.
6. Using transparency #2 Overlay 2D (shaded area), make these two points
   a. The <u>effect</u> of boxes 1, 2, and 3 is virtually the same. Whatever the reasons or attitudes held by professionals in these three categories, the situation for handicapped individuals will remain the same, or worsen if such behavior is allowed to dominate in educational settings (or in any other settings, for that matter!)
   b. It is important to note that boxes 2 and 3 make up our national (professional) Silent Majority.
7. Go on to box 4. (Transparency #2 Overlay 2E)
   a. Only those Active Pro Handicapped people talk to others about the effects of harmful practices upon the successful implementation of the least restrictive environment. This person actively points out that the use of stereotypes is harmful, especially while working with handicapped students and their parents. This person seeks new, fair ways of creating healthy educational environments for all children, including those who are handicapped and possible candidates for mainstreaming into regular school classrooms. The Active Pro Handicapped person works on committees and in organizations that are combating discrimination in special education.
8. Summarize by explaining that boxes 1 and 4 are areas in which people are willing to take high risks, while boxes 2 and 3 are areas of considerably less risk. By risk is meant the pos-

sibility of encountering disapproval for one's beliefs or actions. Disapproval can take numerous forms -- the loss of employment, friendships, money, promotions, chairpersonships.

Note: This is an adaption of a matrix originated by Robert Terry.

9. There are many dynamics involved in the four squares in this matrix. Using Transparency #3, explain that each of us is often all squares at once, if we consider the matrix to be a representation of a person. In one situation, we may resemble example A, behaving most like a Passive Pro Handicapped individual. In Example B, a person's major behavior would be that of an Active Anti Handicapped individual, with additional Passive Anti Handicapped behaviors.

   Hopefully, we will resemble Example C in most situations that deal with issues important to handicapped people.

   Note: The original concepts presented here, before being adapted for use in the special education setting, were introduced by Joseph Luft in Of Human Interaction.

STEP FIFTEEN: Self Assessment

A. Purpose: to have participants evaluate their own behavior regarding issues important to handicapped individuals
B. Materials: Participant Sheet #3 (Self Assessment)
   Participant Sheet #4 Scoring sheet -- to be passed out after completion of the self assessment
C. Time: 15 min.
D. Procedure:
   1. Read the directions with participants. (Participant Sheet #3)
   2. Remind participants that these will neither be collected nor discussed.
   3. Participants should make checks as conscientiously as possible.
   4. When individuals have completed the sheet, they should wait for further instructions.
   5. When everyone has finished, pass out Participant Sheet #4. (This should not have been included in the Participant's Handouts.)
   6. Answer any question that is asked, but do not encourage a discussion. This is meant for individual evaluation, thought and reflection.

STEP SIXTEEN: Generating Pro Handicapped Data

A. Purpose: to internalize the learnings generated by the descriptions of educational environments that are Anti handicapped

to begin to apply those learnings to the educational environment in their school

B. Materials: Facilitator Sheet #11 (Example of Small Work Group Newsprint)
Newsprint for small work groups

C. Time: 45 min.

D. Procedure:

1. The group should have a good understanding of the Four Characteristics of an Educational Environment that is Anti Handicapped, and should have developed some commitment to the alternative Four Characteristics of an Educational Environment that is Pro Handicapped.
2. Explain that the purpose of this exercise is to begin to apply these learnings to the policies and practices of schools.
3. Write the task at the top of a piece of newsprint . . . Describe a PERFECT but BELIEVABLE EDUCATIONAL ENVIRONMENT THAT IS <u>PRO</u> HANDICAPPED STUDENTS.
4. Draw the three columns for Power, Resources and Values.
5. Explain that the small work groups will retain the same membership and issue that they had before.
   a. Ask participants to assemble into small work groups, and determine two new people who will function as Recorder and Processor.
6. When the small work groups have been reformed, encourage the groups to list concrete proposals, and discourage anecdotal conversations. Also caution against the use of the "Yes. . . but. . ." syndrome. (e.g., "That's a good idea, but . . .," or "They won't ever let us do that!," or, "We've already tried that and it didn't work," etc.)
   a. Emphasize that this list should be more than <u>simply</u> a rewording of the items on the original (ANTI handicapped) list, although many phrases on this list <u>could</u> appropriately be the antithesis of statements written before.
7. Explain that the group will be dealing with problem solving and strategy planning at another time.
8. After the allotted time, or when each of the small work groups have many items in each of the cells of its matrix, reassemble the entire group facing an area that can accommodate the displaying of all newsprint sheets.

STEP SEVENTEEN: Sharing Data

A. Purpose: to have each small work group share their newsprint information with the total group
B. Materials: newsprint sheets
C. Time: 30 min.
D. Procedure:
   1. Ask the Recorder and Processor from each small work group to read their group's comments (Approximately 5 minutes for each group)

      Note: Comments may be clarified, but not discussed.

   2. When all of the groups have shared their data, allow brief comments and/or discussion from the total group.
   3. If any participants in the total group need to add items to any newsprint, and the proposed addition fulfills the criteria set forth in the Four Characteristics of Educational Environments that are Pro Handicapped students, add it to the newsprint in the appropriate place.

STEP EIGHTEEN: Prioritizing Data

A. Purpose: to develop a list of 10 items that are the group's priorities for problem solving during Session III.
B. Materials: None
C. Time: 45 min.
D. Procedure:
   1. Ask everyone in the group to carefully review the information on each sheet. Each participant should choose two items on each group's newsprint that the participant prefers to have as an issue for problem solving during Session III. Each participant will be responsible for a total of 10 choices -- 2 for each small work group listing.
   2. During a short break (10 minutes) ask everyone to get a cup of coffee, mill around the room, and put a small check and their initials (✓ RCW) by each of the two items they have chosen for each issue.

      Note: When participants finish, each person should have put a check and initials by 10 items.

   3. After the break, total the checks for each item and circle the two items on each small work group newsprint that have been chosen most by participants.

   4. Explain to the group that these items will be ones to use as topics for problem solving at Session III.

Note: There are many methods to use for prioritizing data. For additional suggestions, and detailed procedures, refer to Schmuck, Richard A., Runkel, Philip J., Arends, Jane H., and Arends, Richard I. The Second Handbook of Organizational Development in Schools. Palo Alto, CA: Mayfield, 1977.

STEP NINETEEN: MAXI-MAX Strategies

A. Purpose: to introduce a conceptual model for behavioral change

B. Materials: Transparency #4
Overlays 4A, 4B, 4C, 4D, 4E.

C. Time: 5 min.

D. Procedure:

1. Explain that although the group could continue to work with this data, that time is a restrictor, and that at this point, individuals may want to focus on some things that they can do on their own during the next few weeks.

2. Explain that many of the phrases written on newsprint will require change strategies of some sort. There are various ways to visualize or conceptualize such strategies. One of them is entitled the Maxi-Max Model.

Note: This is an adaptation of the original model as it was introduced to this author by Dr. Arthur Pearl at the University of Oregon in 1970. The original author is unknown.

3. Show Transparency #4.
   a. Note that along the top, participants will see the term RISK, and boxes to categorize Maximum Risk and Minimum Risk. Along the left side, note the term GAIN and boxes to categorize Minimum Gain and Maximum Gain.
   b. For our purposes the following definitions will be used:
      RISK: the chance of loss; perils to explore; hazard; possibility of injury. (Webster's New Collegiate Dictionary)
      GAIN: to get possession of by industry, craft or merit; to win in competition or conflict; to win to one's side; to increase in; to get advantage; to increase in health and wealth.

4. Show Overlay 4A
Explain that in box one, people who take maximum risks which result in minimum gain sort of "spin their wheels." They seem to "beat their heads against a wall" while making little progress toward their goal. (e.g., A protestor who is willing to confront by demonstrating, by writing letters, giving speeches, etc. on a given issue, who

just can't seem to penetrate the system at a point which results in any improvement or change.)

5. Show Overlay 4B
   Explain that in box 2, people take very few chances. They "play it safe" and don't rock the boat. Such people are using a Mini-mini strategy. Minimal risks usually result in minimal gains.
6. Show Overlay 4C
   Explain that people in box 3 are usually lucky if any gains are experienced. They risk very little, and gain maximally. (e.g., a fifty cent lottery ticket may win a million dollars) The real world seldom benefits us this way, but it would certainly be easy to accept. Few of us get "something for nothing."

7. Show Overlay 4D
   Explain that people in box 4 are willing to take maximum risks, and hope for maximum gains. In reality people usually have to take a stand, or risk their position, status, money, etc. to make a gain. (e.g., One must take a risk to offer some constructive criticism to a friend. The friend may reject the comment, and you. However, if you strengthen your communication, and deepen your relationship you have experienced a real gain.
8. Draw a comparison to the matrix used for Active and Passive, Anti and Pro Handicapped.
   a. In this matrix, as well as the one used earlier boxes 1, 2, and 3 offer minimal change. Box 4 is where the potential for real change can occur.
   b. Our personal readiness of risk-taking varies at different times, and the resultant gains vary also.
9. Show Overlay 4E
   One must develop his/her own best change strategy for different situations. Varying situations require varying levels of risk. Based upon a careful consideration of one's priorities at the time, it may help to ask the following questions:
   "What am I really willing to risk?" and
   "What do I expect to gain from this risk-taking?"
10. Ask participants to keep this matrix in mind during the next activity.

**STEP TWENTY:** Individual Advocacy Plans

A. Purpose: to have participants develop some beginning plans for increasing their advocacy of the handicapped.

B. Materials: Participant Sheet #5 (As an Advocate for the Handicapped . . .)
C. Time: 30 min.
D. Procedure:
1. Ask participants to read Participant Sheet #5, and fill it out individually.
2. When everyone is finished, ask participants to form triads, and discuss what each person has written. Remind participants to use paraphrasing.

STEP TWENTY-ONE: Summary and Evaluation

A. Purpose: to have participants evaluate the in-service.
B. Materials:
C. Time:
D. Procedure:
1. Ask all participants to form one large circle. Everyone should be able to see everyone else. If some people tend to sit behind others, or "lag," or are out of sight of others, invite them into the circle. It is important to include everyone in the summary.
2. Sitting as a member of the group, the Facilitator should state some things s/he has noticed during these past two sessions, highlighting some tense, humorous, serious, and exciting moments.
3. Then the facilitator should ask if any group members wish to make <u>brief</u> comments about the day.
a. Be accepting of any comments.
b. Some examples of questions the Facilitator might ask:
"What did you experience that surprised (pleased, angered, etc.) you today?"
"What was the most important thing you learned during this Inservice?"
"What did you enjoy most? Least?"
"What would you change about this workshop if you were presenting it to another group next week?"
4. Explain that participants' written comments can be especially helpful. Distribute Participant Sheet #6, the Inservice Evaluation.
5. Ask a participant to collect the evaluations. This will assure people that the evaluations are truly anonymous.

STEP TWENTY-TWO: Conclusion

Thank participants for their cooperation and hard work. Make any other very brief concluding comments.

APPENDIX IIa

Session Two: Materials for
Facilitators and Participants

(in order of presentation and use)

# MATERIALS CHECKLIST SESSION II

**FOR PARTICIPANTS**

**Session II Participants' Materials**

_____ Participant Sheet #3 (Self Assessment)

Note: Do not hand out participant sheet #4 at this time

_____ Participant Sheet #5, #5a (Advocacy)

_____ Participant Sheet #6 (Evaluation II)

**Step Fourteen: Advocacy**

None

**Step Fifteen: Self Assessment**

_____ Participant Sheet #3

**Step Sixteen: Generating Pro Data**

None

**Step Seventeen: Sharing Data**

None

**FOR FACILITATOR(S)**

**Session II Facilitator Sheet B**

**Step Fourteen:**

_____ Transparency #2 (Active/Passive)

_____ Overlays 2A, 2B, 2C, 2D, 2E.

_____ Transparency #3 (Dynamics)

**Step Fifteen:**

_____ Participant Sheet #4 (Scoring of Self Assessment)

Note: this is the scoring sheet for Participant Sheet #3, to be kept out of the packet, and handed out at this time.

**Step Sixteen:**

_____ Facilitator Sheet #11 (Example)

_____ Newsprint for all small work groups

__PE
__PP
__C
__NHS
__SS

**Step Seventeen:**

None

| | | |
|---|---|---|
| Step Eighteen: | Sharing Data<br><br>None | Step Eighteen:<br><br>None |
| Step Nineteen: | Maxi-max Strategy<br><br>None | Step Nineteen:<br>_____ Transparency #4 (Maxi-max)<br>_____ Overlays 4A, 4B, 4C, 4D, 4E. |
| Step Twenty: | Individual Advocacy Plans<br>_____ Participant Sheet #5, 5A (Advocacy Plan) | Step Twenty:<br><br>None |
| Step Twenty-One: | Summary & Evaluation<br>_____ Participant Sheet #6 (Evaluation II) | Step Twenty-One:<br><br>None |
| Step Twenty-Two: | Conclusion | Step Twenty-Two:<br><br>None |

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ADVOCACY FOR THE HANDICAPPED

| | ACTIVE | PASSIVE |
|---|---|---|
| ANTI-HANDICAPPED STUDENTS | | |
| PRO-HANDICAPPED STUDENTS | | |





Session II
Transparency #2

ACTS OUT THOUGHTS AND FEELINGS

MIGHT SAY, "I'M NOT HAVING ANY HANDICAPPED STUDENTS IN MY CLASSROOM, SCHOOL, ETC.," OR "THOSE HANDICAPPED KIDS WILL TAKE TOO MUCH TIME AWAY FROM THE OTHER, MORE DESERVING KIDS."

MIGHT ASK PARENTS OF NON-HANDICAPPED KIDS TO WRITE TO THE SUPERINTENDENT TO PROTEST THE PLACEMENT OF HANDICAPPED STUDENTS IN THE PUBLIC SCHOOLS.

OVERT BEHAVIOR (INTENTIONAL OR UNINTENTIONAL)

1.







Session II
Transparency #2
Overlay 2A

BELIEFS SIMILAR TO THOSE OF #1

BEHAVES IN PASSIVE, SUBDUED WAYS WHICH SUPPORT AND REINFORCE ANTI-HANDICAPPED ATTITUDES AND BEHAVIORS.

MAY MOVE TO A SCHOOL THAT WILL NOT HAVE MAINSTREAMING DUE TO ITS GEOGRAPHIC LOCATION IN THE DISTRICT.

MAY ATTEMPT TO CHANGE THE SUBJECT WHEN CONVERSATIONS DEAL WITH HANDICAPPED ISSUES

2. CONFORMIST, FOLLOWER

Session II
Transparency #2
Overlay 2B

3.

ABHORS THE 4 CHARACTERISTICS OF AN EDUCATIONAL ENVIRONMENT THAT IS ANTI-HANDICAPPED, BUT KNOWS ACTIVISM, BOAT ROCKING, CRITICISM, ETC., ARE FROWNED UPON, SOCIALLY QUESTIONABLE, ETC.

MIGHT SAY, "IT WOULD BE NICE TO HAVE SOME HANDICAPPED STUDENTS IN THIS SCHOOL, BUT WHAT CAN I DO ABOUT IT? MY PRINCIPAL WOULD NEVER LET THAT HAPPEN."



CONFORMS TO THE STATUS QUO

Session II
Transparency #2
Overlay 2D

WORKS IN "OUT FRONT" WAYS TO ACHIEVE CHANGES IN ATTITUDES, POLICES, ETC. TOWARD HANDICAPPED STUDENTS

4.

ASSERTIVE ADVOCATE FOR FAIRNESS, SENSITIVITY, ETC. FOR ALL INDIVIDUALS WHO ARE HANDICAPPED

CONFRONTS ANTI-HANDICAPPED COMMENTS AND BEHAVIORS

CONSTRUCTIVE CHANGE AGENT





Session II
Transparency #2
Overlay 2E

A.




B.




C.




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Session II
Transparency #3

DIRECTIONS: This assessment will be strictly confidential. No one else will see your sheet. Please put a check ( ✓ ) on the blank beside each statement that is true for you now, or has been true for you within the last year. TRUE means that you can recall a specific action or event that is an example of your commitment to confront the issues in special education in the manner suggested.

_____ 1. I have assertively sought out information in an effort to improve my own awareness and understanding of special education issues (e.g., talking with handicapped individuals, reading, coursework, etc.).

_____ 2. I have spent time evaluating my personal attitudes and behavior to determine if they contribute to, or confront, falsehoods about special education and/or handicapped individuals.

_____ 3. I have re-evaluated my use of terms or phrases that may be degrading, insensitive, or otherwise harmful to the handicapped. (e.g., He's a retard! You're spastic! She's an idiot!)

_____ 4. I have openly disagreed with someone who has told a joke, made a comment or taken an action that portrays the handicapped as silly, stupid, dependent, helpless, etc.

_____ 5. I have made a commitment to myself to take a positive point of view regarding the handicapped whenever the opportunity occurs, even if such a stand involves some risk. (e.g., having others in a group think I am "stuffy," or "goody-goody," etc.)

_____ 6. I have become increasingly aware of television and radio programs, advertisements, news broadcasts, etc., that fail to portray handicapped individuals as intelligent, sensitive, capable, responsible, talented, skilled, etc., and have complained (either verbally or in written form) to those responsible.

_____ 7. I have acknowledged that people are influenced by family, friends, employers, schools, churches, governments, cities, etc., and that many people are acquiring limited and/or biased information which has led to erroneous and/or inaccurate beliefs regarding the handicapped.

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_____ 8. I have been providing opportunities (lectures, films, books, discussions, workshops, articles, etc.,) for friends, colleagues, social clubs, etc., to improve their understanding of issues important to the handicapped.

_____ 9. I have been investigating political candidates at all levels (local, state, federal) to determine their philosophies, activities, voting records, etc., regarding practices and policies that are not in the best interest of handicapped individuals.

_____ 10. I have been investigating local school practices (e.g., courses of study, textbooks, assemblies, faculties, administrations, students, etc.,) to determine their treatment of important issues regarding the handicapped.

_____ 11. I have been contributing my time and/or money to an agency, fund, or program that actively confronts the problems of the handicapped.

_____ 12. My buying habits support only pro-handicapped stores, companies, personnel, and items.

_____ 13. My school or other place of employment is a target for my efforts to educate others in responding to the issues of the handicapped.

_____ 14. I have become seriously dissatisfied with my own level of activity in combating anti handicapped forces.

Adapted from statements made by James Edler, University of Massachusetts, concerning racism.

DIRECTIONS: Count the total number of statements that you have checked ( ✓ ).

Circle the number below that represents your total.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Generally, if you have circled six statements or more, you may consider many of your attitudes and actions as beneficial to the handicapped. If you have checked five statements or less, you may want to re-examine your behavior regarding issues that are of some importance to handicapped individuals. You might begin by choosing one statement that you have not checked at this time, and concentrate your efforts in one area.

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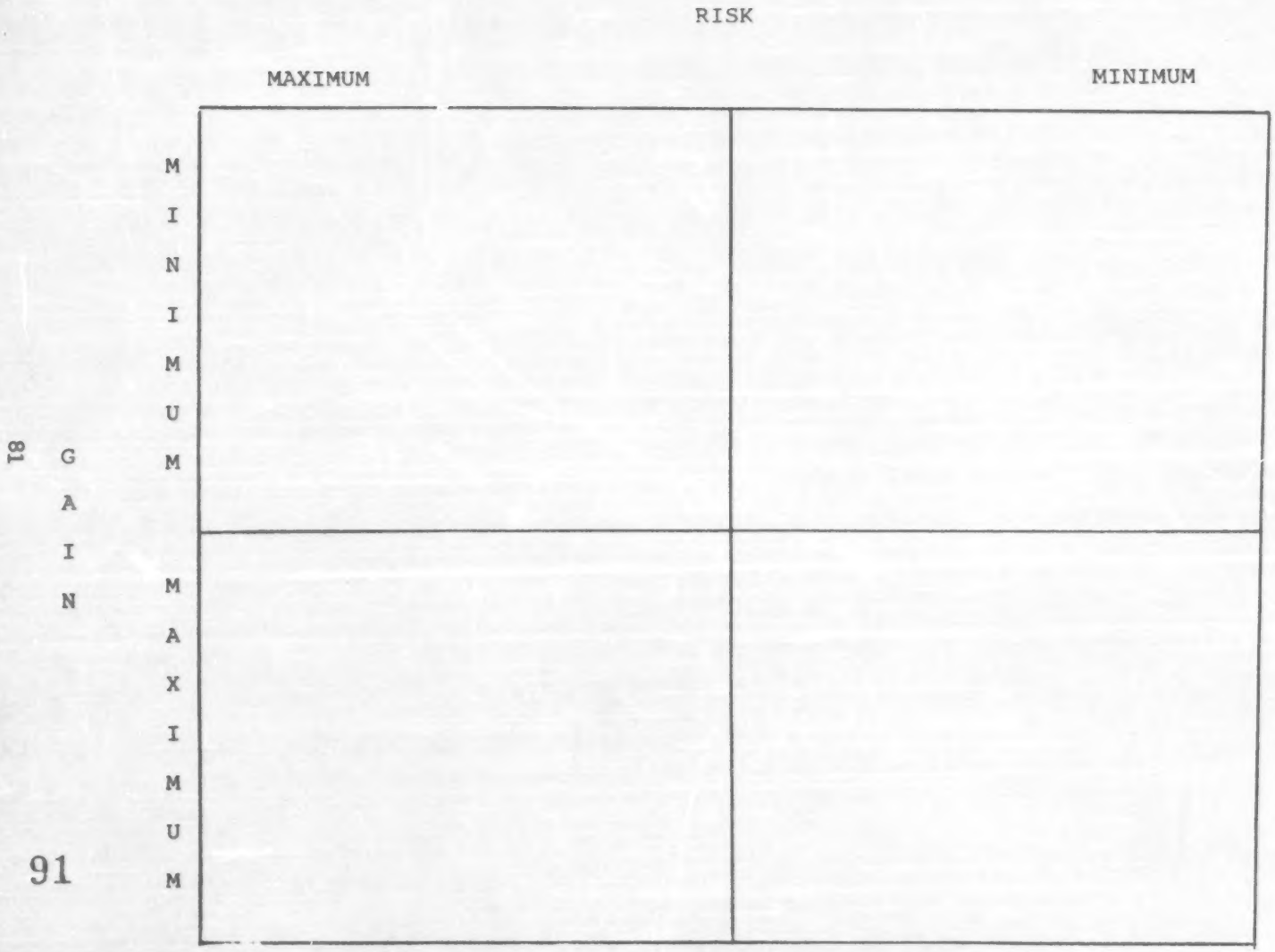
Session II
Facilitator Sheet #11

SMALL WORK GROUP NEWSPRINT

TASK: Participants will DESCRIBE PERFECT (as Advantageous as possible to handicapped students), but BELIEVABLE (could possibly be accomplished in this district this year), _____ that are
(fill in name of small work group
Pro handicapped students.

| 1. POWER | 2. RESOURCES | 3. VALUES |
|---|---|---|
| the ability to make important decisions, determine policy, etc.<br>1a. Who has it?<br>1B. How is it used? | all things, people, etc., that are provided for the welfare and benefit of students.<br>2a. What resources are available?<br>2b. Who has access to the resources?<br>2c. How is access to resources controlled? | beliefs, attitudes, lifestyles, etc.<br>3a. What values prevail?<br>3b. How are these values maintained? |
| | | |








Session II
Transparency #4

"SPINNING YOUR WHEELS."

"BEATING YOUR HEAD AGAINST
A WALL"

"GETTING NOWHERE"

MAXI-MINI STRATEGY

1.







Session II
Transparency #4
Overlay 4A

IF YOU RISK VERY LITTLE,

YOU WILL USUALLY

GAIN VERY LITTLE

MINI-MINI STRATEGY

2.



Session II
Transparency #4
Overlay 4B

3.

IDEAL STATE, BUT
UNUSUAL

ONE HAS THE LEAST TO LOSE
AND THE MOST TO GAIN.

"LUCKY"

"WINNING THE LOTTERY"

MINI-MAXI STRATEGY



Session II
Transparency #4
Overlay 4C

4.

ONE HAS TO RISK* SOMETHING
TO GAIN, MAXIMALLY.

(*POSITION, STATUS, MONEY, POWER,
PRESTIEGE, MATERIAL POSSESSIONS,
CREDIBILITY, FRIENDS, ETC.)



MAXI-MAX STRATEGY



Session II
Transparency #4
Overlay 4D

NOTE:

ONE HAS TO CAREFULLY DETERMINE ONE'S OWN PRIORITIES, ASKING,

"WHAT AM I REALLY WILLING TO RISK FOR THIS?"

AND

"WHAT DO I EXPECT TO GAIN FROM THIS RISK-TAKING?"

Session II
Transparency #4
Overlay 4E

As an Advocate for Handicapped Individuals, I must

. . . move beyond guilt.
I can feel guilty about so many issues that deal with the handicapped. Rather than waste time with a constant review of the historical mistreatment of handicapped individuals, or with a self chastisement about what I should have known or should have been doing regarding issues important to the handicapped, I need to motivate myself to move on, to discover new ways to deal with such issues, FROM THIS MOMENT ON.

. . . value myself and my growing consciousness.
Although "good intentions are not enough," I will acknowledge that re-evaluating my learning, thinking, and acting regarding the handicapped is important and worthwhile. Knowing that I can accept myself and my need to grow will free me to understand that I must not become simply a "do gooder." With increased sensitivity, understanding, knowledge and awareness, my actions can be consistent with my beliefs about handicappism.

. . . understand power.
If justice is to prevail, handicapped people must share power with non-handicapped people. Up to now, most decisions have been made for the handicapped, rather than <u>by</u> or <u>with</u> the handicapped. Those of us who are not handicapped (as defined by Public Act 94-142) must act out of our own strength to support the empowerment of the handicapped. Then we can form broad based coalitions that can effectively improve the educational environment for all children in general and handicapped children in particular.

. . . be PROactive, not REactive.
I must be ready to initiate change for the handicapped, rather than respond to an already bad situation. Those people who are committed to preserving the status quo for the handicapped must be challenged. For this to occur, I must learn ways to effectively organize individuals and groups so that necessary changes will come about and last. REacting keeps me crisis oriented. PROacting will allow me to become positively change oriented.

. . .take risks.
When I advocate change for the handicapped, I must expect those who oppose me to retaliate. I will re-evaluate my priorities in life and act accordingly, knowing that I may lose my job, friends, credibility, or have my reputation, qualifications and intentions questioned or scorned.

. . . be open to a broader spectrum of life.
I will appreciate many groups, appearances, and lifestyles different from my own. I will not be threatened or fearful of those individuals unlike myself. I will know that all people are more alike than unalike especially if I regard myself as the one who is different from handicapped individuals instead of them being different from me. There is a commonality between the Civil Rights movement, the Feminist movement, the Agist movement, the Ecological movement, and the Handicappist movement. I will try to conceptualize those issues in a manner which allows me to value a broader spectrum of individuality.

. . . find support groups.
It makes sense to find and spend time with others who are searching for personal and professional growth. In this manner, I can attempt to stimulate my new conciousness regarding the handicapped and other issues. I will have people with whom I can share frustration, honesty, criticism, humor, disappointment, sadness, love, and forgiveness. There are others in my area, or school district, who believe in the Least Restrictive Environment and who are working towards making the concept a reality. I will seek them out.

---

DIRECTIONS: Fill in the blanks with specific plans you could follow in the next six months to increase your advocacy of handicapped students in each of the following areas. Limit your plans to those you can attempt at work.

In my present position of employment, I can advocate handicapped students by,

MOVING BEYOND GUILT in the following ways,

_____

_____

_____

VALUING MYSELF AND MY GROWING CONSCIOUSNESS in the following ways,

_____

_____

_____

UNDERSTANDING POWER in the following ways,

_____

_____

_____

BEING PROACTIVE in the following ways,

_____

_____

_____

TAKING RISKS in the following ways,

_____

_____

_____

BEING OPEN TO A BROADER SPECTRUM OF LIFE in the following ways,

_____

_____

_____

FINDING SUPPORT GROUPS in the following ways,

_____

_____

_____

## EVALUATION OF SESSION II

C. The part of Session II that was most helpful to me

was _____

because _____.

D. The part of Session II that was Least helpful to me

was _____

because _____.

DIRECTIONS: Please place a circle around the number that most closely represents your perceptions.

| | | | |
|---|---|---|---|
| 17. | Session II was, generally effective | 1 2 3 4 5 6 7 | ineffective |
| 18. | The lecturette on Advocacy (Active/Passive) behavior was informative | 1 2 3 4 5 6 7 | uninformative |
| 19. | The Self Assessment work-sheet really helped me to evaluate my behavior in terms of my advocacy of the handicapped | 1 2 3 4 5 6 7 | did not help me to evaluate my behavior in terms of my advocacy |

20. The process of generating descriptions about a PERFECT, but BELIEVABLE EDUCATIONAL ENVIRONMENT that is PRO HANDICAPPED STUDENTS in OUR SCHOOL was:

| | | | |
|---|---|---|---|
| a. | useful to me | 1 2 3 4 5 6 7 | not useful to me |
| b. | useful to our staff | 1 2 3 4 5 6 7 | not useful to our staff |
| c. | informative to me | 1 2 3 4 5 6 7 | not informative to me |
| d. | informative to our staff | 1 2 3 4 5 6 7 | not informative to our staff |

| | | | |
|---|---|---|---|
| 21. | The process of prioritizing issues for future problem solving in Session III will be helpful for our staff | 1 2 3 4 5 6 7 | will not be helpful |

because _____

22. The lecturette on change strategies (MINI-MAX) was informative 1 2 3 4 5 6 7 was not informative

23. The activities concerning my personal action plans for advocating the handicapped in my work situation was helpful to me 1 2 3 4 5 6 7 was not helpful to me

    a. I will probably follow through with the plans I wrote and discussed. 1 2 3 4 5 6 7 will probably not follow through with the plans

24. If I could change one thing about Session II, it would be

    _____

    because _____

25. Generally, the overall (Session I and II combined) effectiveness of this Inservice, so far is high 1 2 3 4 5 6 7 overall effectiveness is low

APPENDIX III
SESSION III

SESSION III

The facilitator should review the priorities established by the group during Session II.

Using a well established, sequential method of Problem Solving, such as Force Field Analysis, or S.T.P. (Situation, Target, Proposal), break into small groups and develop goals, procedures, time lines, and strategies that can be accomplished in the next three to six months.

There are extensive, detailed instructions for such problem solving methods in The Second Handbook of Organization Development in Schools, mentioned earlier.